



Strange Case of Dr Jekyll and Mr Hyde

Homework Expectations:

- It is expected that you will complete this booklet for homework.

- Each section needs to be done to ensure you have a comprehensive understanding of the text.

- Inadequate completion will result in detentions.



Useful Webpages and Resources

Recommended Text:

Robert Louis Stevenson: *Strange Case of Dr Jekyll and Mr Hyde and Other Tales*. ISBN: 9780199536221 BBC (Amazon/ WHSmiths)

Bitesize:

http://www.bbc.co.uk/schools/gcsebitesize/english_literature/prosejekyllhyde/

Mr Bruff:

<https://www.youtube.com/user/mrbruff>

Snap Revision: (Available to purchase from school)

Dr Jekyll and Mr Hyde: AQA GCSE 9-1 English Literature Text Guide (Collins Snap Revision)

GCSE POD:

<https://www.gcsepod.com/>

Spark Notes:

<http://www.sparknotes.com/lit/jekyll/>

York Notes:

https://www.yorknotes.com/gcse/english-literature/dr-jekyll-and-mr-hyde-2017/revision-cards/01_themes



Assessment Objectives and Weighting

Assessment Objectives

The assessment objectives for this exam paper are:

AO1: Read, understand and respond to texts. Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3: Show understanding of the relationships between texts and the contexts in which they were written.

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

This table contains public sector information licensed under the Open Government Licence v3.0.

The assessment objectives for both papers 1 and 2 are weighted, and this means that some have more importance than others:

	Paper 1	Paper 2	Overall
AO1	15%	22.5%	37.5%
AO2	15%	27.5%	42.5%
AO3	7.5%	7.5%	15%
AO4	2.5%	2.5%	5%
Total	40%	60%	100%

This table contains public sector information licensed under the Open Government Licence v3.0.



Jekyll and Hyde



Task 1 – Re-READ the novel and write mini summaries for each chapter:

You can find an quick overview here:

http://www.bbc.co.uk/schools/gcsebitesize/english_literature/prosejekyllhyde/

Task 2 – Create in depth character profiles for:

You could do this as a mini mind-map, list, Facebook profile, list or description. Make sure you have at least 5 quotations for each character.

You can use the following website to aid you – Do not just copy and paste!

http://www.bbc.co.uk/schools/gcsebitesize/english_literature/prosejekyllhyde/2prose_jekyllhyde_charrev1.shtml

Dr Henry Jekyll

Mr Edward Hyde



Jekyll and Hyde



Task 2 – Create in depth character profiles for:

Gabriel Utterson

Dr Hastie Lanyon

Poole

Mr Guest

Richard Enfield

Sir Danvers Carew



Jekyll and Hyde

Task 3 – Quotation Station

Write at least 5 quotations for each of the following themes and explain HOW they are presented in the novel. For help on the themes go here:

http://www.bbc.co.uk/schools/gcsebitesize/english_literature/prosejekyllhyde/0prose_jekyllhyde_contrev1.shtml

Nature V Supernatural



Victorian Era



Religion and Science





Jekyll and Hyde



Task 4: Plot the key events OR map the chapters in the novel.

EITHER Plot at least 10 key events in the novel below OR do a small summary Of each chapter. This could be as a mind-map, list, table, concept map or journey.

This website might be useful:

http://www.bbc.co.uk/schools/gcsebitesize/english_literature/prosejekyllhyde/



Jekyll and Hyde

QUOTATION STATION – In the exam, you are only given an extract but **MUST** reference the rest of the play. Create a list of key quotations from the whole play for: Key Characters, Plot, Setting and Themes.

““IF HE BE MR. HYDE,” HE HAD
THOUGHT, “I SHALL BE MR.
SEEK.”



Jekyll and Hyde

Read the following extract and then answer the question that follows.

Mr. Utterson the lawyer was a man of a rugged countenance that was never lighted by a smile; cold, scanty and embarrassed in discourse; backward in sentiment; lean, long, dusty, dreary and yet somehow lovable. At friendly meetings, and when the wine was to his taste, something eminently human beaconed from his eye; something indeed which never found its way into his talk, but which spoke not only in these silent symbols of the after-dinner face, but more often and loudly in the acts of his life. He was austere with himself; drank gin when he was alone, to mortify a taste for vintages; and though he enjoyed the theater, had not crossed the doors of one for twenty years. But he had an approved tolerance for others; sometimes wondering, almost with envy, at the high pressure of spirits involved in their misdeeds; and in any extremity inclined to help rather than to reprove. "I incline to Cain's heresy," he used to say quaintly: "I let my brother go to the devil in his own way." In this character, it was frequently his fortune to be the last reputable acquaintance and the last good influence in the lives of downgoing men. And to such as these, so long as they came about his chambers, he never marked a shade of change in his demeanour.

No doubt the feat was easy to Mr. Utterson; for he was undemonstrative at the best, and even his friendship seemed to be founded in a similar catholicity of good-nature. It is the mark of a modest man to accept his friendly circle ready-made from the hands of opportunity; and that was the lawyer's way. His friends were those of his own blood or those whom he had known the longest; his affections, like ivy, were the growth of time, they implied no aptness in the object. Hence, no doubt the bond that united him to Mr. Richard Enfield, his distant kinsman, the well-known man about town. It was a nut to crack for many, what these two could see in each other, or what subject they could find in common. It was reported by those who encountered them in their Sunday walks, that they said nothing, looked singularly dull and would hail with obvious relief the appearance of a friend. For all that, the two men put the greatest store by these excursions, counted them the chief jewel of each week, and not only set aside occasions of pleasure, but even resisted the calls of business, that they might enjoy them uninterrupted.

In this extract, the writer introduces the character Mr Utterson.

Starting with this extract, explore how Stevenson introduces the character of Mr Utterson.

Write about:

- How Stevenson presents Utterson's behaviour and character in this extract
- How Stevenson develops Utterson's character over the text as a whole.

(30)

← **PLAN** →



Jekyll and Hyde

Read the following extract and then answer the question that follows.

It chanced on one of these rambles that their way led them down a by-street in a busy quarter of London. The street was small and what is called quiet, but it drove a thriving trade on the weekdays. The inhabitants were all doing well, it seemed and all emulously hoping to do better still, and laying out the surplus of their grains in coquetry; so that the shop fronts stood along that thoroughfare with an air of invitation, like rows of smiling saleswomen. Even on Sunday, when it veiled its more florid charms and lay comparatively empty of passage, the street shone out in contrast to its dingy neighbourhood, like a fire in a forest; and with its freshly painted shutters, well-polished brasses, and general cleanliness and gaiety of note, instantly caught and pleased the eye of the passenger.

Two doors from one corner, on the left hand going east the line was broken by the entry of a court; and just at that point a certain sinister block of building thrust forward its gable on the street. It was two storeys high; showed no window, nothing but a door on the lower storey and a blind forehead of discoloured wall on the upper; and bore in every feature, the marks of prolonged and sordid negligence. The door, which was equipped with neither bell nor knocker, was blistered and distained. Tramps slouched into the recess and struck matches on the panels; children kept shop upon the steps; the schoolboy had tried his knife on the mouldings; and for close on a generation, no one had appeared to drive away these random visitors or to repair their ravages.

In this extract, Mr Utterson and Mr Enfield are going for a walk.

Q. Starting with this extract, explore how Stevenson creates interesting settings.

Write about:

- How Stevenson uses places to create mystery in this extract
- How Stevenson presents places in the novel as a whole. (30)

← **PLAN** →



Jekyll and Hyde



Student Friendly Mark Scheme
Self Assess or **Peer Assess** your exam questions using the mark scheme.

	AO1/AO2/ AO3
L6 26-30	<ul style="list-style-type: none"> • Critical and exploratory analysis/comparison • Judicious and precise references • analysis of writers methods and subject terminology used judiciously • effect of methods on reader explored exploration of ideas and perspectives with specific links between context/task/text
L5 21-25	<ul style="list-style-type: none"> • Thoughtful and developed analysis/comparisons • apt embedded quotations • Examination of writers methods with effective subj terminology and effects of methods on the reader • Thoughtful consideration of ideas/ perspectives with detailed links between context/text/task
L4 16-20	<ul style="list-style-type: none"> • Clear and explained analysis/comparison • effective use of references to support • clear explanation of writers methods and appropriate use of relevant terminology to explain effects on reader • clear understanding of ideas and perspectives shown by specific links between context/task
L3 11-15	<ul style="list-style-type: none"> • Some explained analysis/comparison • references support a range of comments • explained relevant comments on writers method with terminology to identify effects of writers methods on reader • some understanding of implicit ideas /perspectives and links between context/text/task
L2 6-10	<ul style="list-style-type: none"> • Supported analysis/comparison to task and text • comments of references • identification of writers methods • some reference to terminology • some awareness of implicit ideas/ context
L1 1-5	<ul style="list-style-type: none"> • Simple comments relevant to task/comparison • reference to relevant details • awareness of writers choices/ possible reference to subject terminology • simple comment on explicit ideas/contextual factors